

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
Burbank Unified School District**

Professional Services Division

March 2012

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Burbank Unified School District. The report of the team presents the findings based upon reading the Site Visit Documentation, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

| | Met | Met with Concern | Not Met |
|---|------------|-----------------------------|----------------|
| 1) Educational Leadership | X | | |
| 2) Unit and Program Assessment and Evaluation | X | | |
| 3) Resources | | X | |
| 4) Faculty and Instructional Personnel | X | | |
| 5) Admission | X | | |
| 6) Advice and Assistance | X | | |
| 7) Field Experience and Clinical Practice | X | | |
| 8) District Employed Supervisors | N/A | | |
| 9) Assessment of Candidate Competence | X | | |

Program Standards

| | Total Program Standards | Program Standards | | |
|----------------------------|--|--------------------------|-----------------------------|----------------|
| | | Met | Met with Concern | Not Met |
| Induction Clear Credential | 6 | 5 | 1 | 0 |

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Site Visit Documentation
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Burbank Unified School District

Dates of Visit: February 6 - 9, 2012

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional site visit documentation; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The site visit team found that all eight Common Standards are **Met** with the exception of Common Standard 3 which is **Met with Concern**.

The team found insufficient related personnel available to meet program and candidate needs such as face-to-face conversations during the plan, teach, reflect, and apply cycle. With the reduction of previous support providers, the program coordinator is now acting as a support provider to approximately 30 candidates. According to the BUSD program design, support providers are expected to meeting with candidates one hour per week and offer "intensive individualized support and assistance" for each participant. Under the current personnel model, the team concluded the model could not be sustained.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the Induction Program. The site visit team found that all program standards are **Met** with the exception of Program Standard 1 which was **Met with Concerns**.

Overall Recommendation

The team completed a thorough review of program documents, program data, *Burbank Formative Assessment System* (BFAS) portfolios, and interviews with program leadership, district administrators, school site administrators, Human Resources personnel, a representative from an Institute of Higher Education, support providers, participating teachers, completers, and advisory board members. Due to the finding that all Common Standards are **Met** with the exception of one **Met with Concerns**, and all Program Standards are **Met** with the exception of one **Met with Concerns**, the team unanimously recommends a decision of **Accreditation**.

It is the team's further recommendation that during the follow-up year (2012-13) the program:

- 1) A 7th Year Report is required
- 2) Examine Common Standard 3 to be able to provide the Burbank Unified Induction Program with the resources necessary to support their beginning teachers with intensive and individualized support.
- 3) Review the current model against Program Standard 1, Program Design and Rational, and your Program Assessment document, and resubmit an appropriate program design that accurately reflects current practices.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Advanced Credentials:

General Education (MS/SS) Induction Program

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Burbank Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Burbank Unified School District continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

| | |
|---|---|
| Team Leader: | Gay Lynn Smith University of Phoenix |
| Common Standards Cluster: | Mindy Sloan Bridgepoint Education |
| Program Sampling Cluster: | Todd Airola Brentwood Union School District |
| Staff to the Accreditation Team: | Paula Motley Consultant |

Documents Reviewed

| | |
|---|---|
| Vision Statement | Biennial Report/Feedback |
| Leadership (org chart) | First Year Interviews |
| Advisory Committee Minutes | Local Statewide Surveys |
| SP/PT Partnerships | PLC Feedback Forms |
| Budget | Informal and Formal Observations |
| Job Descriptions | Criteria Based Evaluation of Portfolios |
| Employee Handbook | Accreditation Reports |
| English Learner Resource Guide | Induction Mid Year Survey |
| Completion Log | Program Assessment Feedback |
| Program Completion Tracking Grid | Biennial Report/Feedback |
| First – Fourth Inquiry materials | First Year Interview |
| Local Statewide surveys | Email Correspondence |
| Feedback Forms | IAC Minutes |
| Criteria Based Evaluation of Portfolios | SP Growth Plans |
| Induction Survey | BUSD Hiring Policy |
| Health and Safety Resource Guide | Site Administrator Training |
| PD Flyers | Completer Candidate Portfolio |
| Periodic Inquiry | IIP |
| Program Assessment Feedback | PT Program Binder |
| New Teacher Advisement & Orientation | |

Interviews Conducted

| Interviewees: | TOTAL |
|--|--------------|
| Candidates | 28 |
| Completers | 6 |
| Employers – Site Administrators | 9 |
| Institutional Administration | 2 |
| Program Coordinators | 1 |
| Professional Development Providers - Faculty | 2 |
| Support Providers – Field Supervisors | 12 |
| Advisory Board | 4 |
| Advisors – Program and Human Resource | 1 |
| Credential Analysts | 2 |
| TOTAL | 67 |

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

The Burbank Unified School District is located in Burbank, in southern California. The district provides educational programs to a diverse student population of approximately 15,000 students in kindergarten through grade 12. There are eleven K-5 elementary schools; three middle schools, two comprehensive high schools, and a continuation high school. The District is governed by a five-member Board of Education and served by a central administrative staff.

Education Unit

A Coordinator, who administers and oversees all aspects of the program, provides leadership within the program. The coordinator works closely with Human Resources, Instructional Services, and both elementary and secondary principals.

Table 1
Program Review Status

| Program Name | Program Level (Initial or Advanced) | Number of program completers (2010-11) | Number of Candidates Enrolled or Admitted (11-12) | Agency or Association Reviewing Programs |
|--------------|---|--|---|--|
| Induction | Advanced | 18 | 41 | CTC |

The Visit

A team of 4, including 3 team members and the state consultant arrived in Burbank for the Burbank Unified School District's Induction Program (BUSD Induction) accreditation site visit on February 6 and concluded the visit on February 8, 2012. All of the interviews and documenting evidence took place at the Burbank Unified Schools District's offices.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

The Burbank Induction Program creates and articulates a research-based vision based on the California Standards for the Teaching Profession (CSTP). The program holds a vision, “developing lifelong, reflective practitioners for every student” in which new teachers are knowledgeable, effective practitioners of current pedagogy, creating safe and equitable environments in which all students learn.

Interviews with stakeholder groups including district and program leadership, advisory council members, and program completers confirms the program creates and articulates an Induction Program dedicated to creating a culture of comprehensive support for Participating Teachers (PTs) and candidate success.

A review of program documents confirms that the Burbank Induction Program aligns its Induction Program goals to the California Standards for the Teaching Profession (CSTP), the state-adopted academic content standards and performance levels for students, and state adopted curriculum frameworks. Program documentation states a priority of the Burbank Induction Program is to provide PTs with high quality professional development, enabling teachers to meet the academic learning needs of their students.

Interviews confirm the Induction Program promotes the cycle of continuous improvement for teachers new to the profession by supporting them in attaining the attributes, skills, and abilities necessary for professional educators.

The program provides several opportunities for assessment and evaluation of candidates and the program, through a collection of formative assessment documents, formal and informal surveys, self-reflection, and participation in the accreditation process. Candidates verified opportunities for collaboration through professional development, assigned mentors, and Professional Learning Communities (PLCs).

The Burbank Induction Program provides professional development for PTs and Support Providers (SPs) aligned to program requirements and goals stated on the PTs’ Individual Induction Plans.

The program provides several opportunities for assessment and evaluation of candidates and the program through a collection of formative assessment documents, formal and informal surveys,

self-reflection, and participation in the accreditation process. Candidates verified opportunities for collaboration through professional development, assigned mentors, and PLCs.

The Induction Coordinator (IC), Program Administrators, and the Induction Advisory Council (IAC) organize, govern, and coordinate all aspects of the program. Program leadership team members participate in ongoing professional development such as Mentoring Matters, Cognitive Coaching, PLCs, and Formative Assessment training, to maintain and enhance an understanding of the roles and responsibilities necessary to provide support to PTs.

The stakeholders, Professional Development Providers (PDPs), SPs, and candidates have a voice in the ongoing organization of the program as noted in program surveys, seminar evaluations, and feedback to the program facilitators.

The Induction Advisory Committee, represented by the district administration, site administrators, Induction Coordinator, SPs, PTs, PAR and institution of higher education determine program policies and participate in decision-making affecting all program participants. Interviews with committee members and meeting agenda and minutes substantiate Induction Advisory Committee (IAC) involvement in providing input for program design, revisions to the assessment system, analyzing data to support program improvement, and professional development.

The Burbank Induction Program maintains a clear credential recommendation under the direction of the IC and two credential technicians. Using a database of participant progress, the process ensures PTs have met all the Induction standards and program requirements. A review of the program's Induction Handbook, reveals PTs are informed of the requirements and process for credential recommendation. The verification process for credential recommendation includes an Accountability Report Card, four Inquiry Portfolios, the completion of four Individual Induction Plans, Collaborative Logs, and participation in monthly seminars.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

According to the Biennial Report, the Burbank Induction Program (unit) implements an assessment and evaluation system for ongoing program evaluation and improvement. This system includes the use of 1) Local and statewide surveys of site administrators, PTs, and SPs; 2) Feedback forms from PLCs; 3) Informal and formal observations; 4) Informal feedback through meetings and focus groups; 5) Criteria-based evaluation of portfolios; and 6) Accreditation Cycle reports.

The evaluation activities monitor understanding of the goals and vision of the program and the degree of success of the program. All participants (Participating Teachers, Support Providers, Site Administrators) are required to complete the annual BTSA Induction Statewide Survey, as

noted on their signed *Roles and Responsibilities Forms*. Results of the evaluations are shared with stakeholders, including the Induction Advisory Committee (IAC), through IAC meetings, Support Provider (SP) training and PLCs. This feedback is the basis for reflection and revision suggestions to the current program on an annual basis.

The Burbank Induction Program (system) collects, analyzes, and utilizes data on current and past PTs, and the program operations. Periodic Inquiry completion checks provide data on completion as well as quality of PT work. This provides program leadership with valuable information regarding needs of PTs and support required for completion. Program completer performance is assessed through the annual collection of retention data, guided by the California Department of Education. A survey for graduates of the program provides the program with information about the impact of Induction. Mid-year Survey and the annual BTSA Induction Statewide Survey provide the program with valuable data from stakeholders regarding program effectiveness, including the Formative Assessment System, Support Provider effectiveness, and the ability of the program to meet the needs of the PTs.

PLC Feedback forms provide the IC with valuable data regarding the value of the presentation, the content, and how the PTs and SPs are working on specific topics and assistance that may be needed. These feedback forms are analyzed by PDPs and the IC to improve delivery, content, and materials for professional development opportunities.

The Accreditation Cycle provides the Induction Program with the opportunity to look closely at various aspects of the program and to analyze the information to improve the effectiveness of the Induction Program, professional growth of the PTs, and how well the program is meeting *Common Standards* and the *Induction Program Standards*. This seven year cycle includes the following components:

- Program Assessment examines how well the Induction Program is meeting the adopted *Induction Program Standards*, and provides a data-based rationale for program changes. This step informs the Site Visit in two years.
- The Biennial Report is a mechanism that demonstrates how the program is utilizing data to assess candidate completion and to review its program. After analyzing data related to specific parts of the program, the program creates an action plan to increase effectiveness.
- Site Visit (Accreditation) provides verification that the program is meeting the *Induction Program Standards* and the *Common Standards*, according to the submitted Program Narrative and Biennial Reports. The Site Visit includes interviews of all stakeholders and examination of evidence, as needed.

Within the formal structure of the Induction Program lies the ability to differentiate and support teachers on an individual basis through their *Individualized Induction Plans (IIP)*. The *IIPs* are collected and analyzed to determine professional development offerings for PTs. In addition, the PTs are asked to forward a copy of their focus question to the IC so that the IC can support their professional development in that area.

All data collected and analyzed are shared through informal and/or formal meetings with stakeholders to continually monitor program effectiveness. The IC analyzes these data to acknowledge what is going well within the program, and determine what changes are necessary to become more effective. This information is shared with the Induction Advisory Committee (IAC) and revisions are made to better meet the needs of the PTs. The IC gathers data regarding

program effectiveness from all stakeholders in a variety of ways, including surveys, informal feedback, and evaluations.

Interviews and IAC minutes demonstrate the Program Coordinator gathers data related to PT eligibility and completion of formative assessment inquires and reviews for trends and patterns. These data are also presented to the IAC for analysis and to identify patterns and trends to make informed decisions about improving program quality.

Standard 3: Resources

Met with Concerns

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

The team observed BUSD fiscal resources for program support have diminished from previous academic years with the decrease of SPs and the redistribution of candidate to support provider ratio. Qualified personnel consisted of one Induction Coordinator (IC), two Professional Development Providers (PDPs) and five SPs at various education sites. An interview with the Assistant Superintendent of Instruction, who serves as the Program Director offers guidance and support to the IC. BUSD provides adequate facilities for the IC to conduct and manage the program as well as facilities to accommodate participants as they engage in their work to meet requirements. BUSD provides additional resources to implement the program including but not limited to materials and supplies, an Induction resource library, and technology.

After examining evidence of program operations, interviews with alumni, PTs, site administrators, credential technicians, the IC and the Program Director, the team found sufficient resources for effective operation of the certificate program, admission, advisement, curriculum, professional development, and assessment review and management. However, the team found the supervision of PTs to have inadequate resources for funding and attention to individual candidate needs, such as face-to-face conversations during the plan, teach, reflect and apply cycle. Due to budget cuts the previous SPs have been eliminated with the exception of five SPs assigned to a variety of education sites, with the IC now acting as a SP for approximately 30 candidates. According to the approved program design SPs are expected to meet with candidates one hour per week and offer “intensive individualized support and assistance” for each participant. The results of interviews with candidates suggested a higher degree of personal accountability beginning fall 2011; however, they indicated it was also a less responsive program to individual candidates’ needs. Program leadership and candidates reported a strong feeling of inclusiveness between the Induction program and district, allowing supplemental resources (release time for observations, professional development, peer coaching) to be readily available and effective networking to occur outside the formal Induction program experience.

Currently, the key role of the success of this program rests on the efforts of the IC. All stakeholders interviewed expressed appreciation and respect for the continued efforts of the IC under BUSD budgetary realignment. While the success of the IC is very commendable, a high

number of candidates designated to a single support provider will not sustain the program as designed and approved in the program assessment document.

Related departments within BUSD (Human Resources, Instructional Services, Business Services, Technology) are available to the IC to provide the support and information needed to implement the Burbank Induction Program. However, the team found BUSD provides insufficient personnel to meet the needs of the PTs. Having the IC serve as the SP for 30 PTs does not ensure the needs of the program and candidates are being adequately met.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

A review of documents, such as the lists of responsibilities of Service Providers (SP) and the Induction Coordinator (IC), and the results of interviews with program leadership, district and school administrators, program staff, past and current SPs, and PTs indicate qualified persons are employed and assigned to teach all courses, provide professional development, and supervise field-based experiences. The selection process, which includes an application, observation, interview, and check of professional references, is implemented to select only those who have the knowledge and skills to meet the needs of PTs within specific teaching assignments.

As evidenced through interviews with district and site administrators and current and former PTs, as well as a review of documents describing the selection process, ICs, SPs, and PDPs have current knowledge of the formative nature of teacher support. PTs and site administrators stated that each SP is highly competent and is an expert in the content area(s) taught. SPs and the IC understand the PTs' context for learning, and model best practices in teaching, learning, and coaching.

Through a review of documents, such as professional development activities, and interviews of SPs, the IC, district leadership, current and former PTs, and site administrators, it is determined that SPs and the IC are knowledgeable of diverse abilities, cultural, language, ethnic, and gender diversity. BUSD adheres to federal and state non-discriminatory hiring practices. The hiring process includes gathering information to ensure that PDPs and SPs are knowledgeable about diverse abilities, cultural language, ethnic, and gender diversity.

Applicants are observed, interviewed, and must submit three professional references to indicate their understanding of the academic standards, frameworks, and accountability systems of public schools. The results of interviews with site administrators and PTs indicate a high level of confidence in the SPs and IC, particularly as it relates to a thorough grasp of academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

Interviews with the IC, and a review of documents such as the minutes of meetings and agendas reveal that the IC participates in the broader professional community through activities such as Cluster and State professional development opportunities. The IC has attended meetings on Induction Roles and Responsibilities (R & R) and Mentoring Matters (a program on learning focused relationships), and participated in Institutions of Higher Education (IHE) collaborative events, where issues common to Induction programs are discussed. The IC also meets with a small group of Induction Coordinators in the area, as well as their Cluster Regional Directors, to address challenges and brainstorm solutions.

The Burbank Induction Program provides support for the IC, SPs', and PDPs' development through site based training, district workshops, PLCs, and specialized trainings. The program's design, rationale, and goals, their specific responsibilities, and the structure of the formative assessment system are introduced at an initial orientation and reinforced through ongoing workshops and dialog with the IC. SPs share experiences, problem solve challenges, and explore current trends in education during PLCs and Support Provider Forums.

A review of key documents, such as the PLC feedback forms, and interviews with program leadership, district and site administrators, program staff, past and current SPs, and PTs reveal that the Burbank Induction Program evaluates the performance of, and provides formative feedback to PDPs and SPs regarding their assigned role through PLC feedback, a database for SP performance, PT feedback, and informal check-ins. If PDPs and SPs are successful according to their assigned roles, they continue to provide support through the Induction Program. If it is determined that a PDP or a SP is not effective, s/he is not assigned again. The performance of PDPs and trainings is also assessed through surveys of PTs. PDPs collaborate to plan and revise professional development presentations according to the needs of participants. They analyze feedback forms from previous presentations and explore strategies to increase effectiveness.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Through interviews with program leadership, district and site administrators, program staff, past and current SPs, and PTs, and a review of documents, such as a description of the admission criteria, it is determined that the admission criteria utilized by the Burbank Induction Program stipulate that PTs must have a current teaching assignment and hold a valid California Preliminary Multiple and/or Single Subject teaching credential (Ryan credential or SB 2042). If trained out of state, the candidate must have fewer than 2 years of teaching experience. Upon employment by BUSD, newly hired teachers complete the *New Hire Notification to BTSA Induction Program* form. This document assists Human Resources and the IC in determining whether a teacher meets the admission criteria for the Induction Program. These admissions criteria and processes are well-defined.

Interviews with key stakeholders and a review of documents, such as the hiring requirements, reveal that multiple measures are used within the District's hiring process. These multiple measures include the completion of the BUSD Online Certificated Application, letters of recommendation, a resume, CBEST scores, transcripts, a copy of all credentials, and an interview. The BUSD adheres to federal and state non-discriminatory hiring practices. The BUSD policy states, "The BUSD does not discriminate on the basis of age, race, religion, color, national origin, ancestry, disability, medical condition, marital status, sex or sexual orientation or any other unlawful basis in its educational programs, activities or employment policies as required by Title VI of the Civil Rights Act, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the California Fair Employment and Housing Act and other State and Federal laws and regulations." An opportunity is available during the selection process for persons with disabilities to advise the district of any need for reasonable accommodation.

Through the hiring process established by the Human Resources Department, site administrators determine each candidate's sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. The process used to determine the candidate's experiences and personal characteristics may include letters of recommendation, a resume, CBEST scores, transcripts, copies of credentials, and an interview. The materials for each new hire are initially reviewed by credential technicians, and then referred to the IC. The IC meets with each eligible new hire to explain the Induction Program and to begin the enrollment process.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Evidence collected through a review of documents, such as the lists of responsibilities of the IC, SPs, and site administrators, and interviews with program leadership, administrators, program staff, past and current SPs, and PTs indicate that new teachers are guided throughout their professional journey by qualified members of the BUSD. During the hiring process, Human Resources (HR) personnel advise new teachers about their professional responsibilities, as evidenced on the *New Hire Notification to BTSA Induction Program* form. HR personnel also provide new teachers with a welcome letter from the Induction program that contains pertinent information about the Induction Program.

Orientations occur at the district and site levels where PTs learn about the various resources available to them. At the Advisement Meeting shortly after the point of hire, the IC meets with the new teachers to determine their eligibility, to give PTs their Burbank Induction binder, and to inform them about the Induction Program, professional development opportunities, and credential requirements. In addition, the IC explains the goals and philosophy of the program as well as the expectations. The IC informs candidates of the completion requirements, completion timelines, the Early Completion Option, and program extension possibilities.

The IC assigns a SP to each PT to guide him/her through the *Burbank Formative Assessment System*. The IC officially functions as the SP for approximately thirty SPs, while five full-time teachers function as the SP for two PTs each at alternative education sites. The majority of on-site support however, is delivered by former SPs and other teacher leaders throughout the district. Although unofficial, the level of support provided through this revised model is described as effective by the IC, district administrators, the majority of current PTs, and site administrators. Those interviewed consistently stated that the IC is available to advise and assist whenever needed. The IC also offers bi-weekly drop-in hours when she is available to provide individualized counseling to any PT.

At the Advisement Meeting, PTs receive a Burbank Induction Program binder for PTs, which contains an Induction Overview, Program Policies, Formative Assessment, and all program requirements. Included are Inquiry timelines and a description of all Induction activities. In addition, PTs sign the *Participating Teacher Advisement Form* and the *Participating Teacher Roles and Responsibilities* agreement.

In the Burbank Induction Program, PTs receive support and assistance toward program completion from their SPs and the IC. In order to provide this assistance and support to candidates, the IC monitors the progress of the PTs through monthly *Activity Logs* that summarize the meetings and activities completed during the month. The Burbank Induction Program offers modifications to the program as required to support individual PT needs. Modifications may include an Extension of the Induction Program time to allow PTs to extend the completion of their program within the five years of issuance of the Preliminary Credential, depending on specific criteria.

The IC, formal SPs, and informal support teachers monitor participation of PTs in the formative assessment process and help PTs who need special assistance. Evidence regarding candidate progress and performance is collected regularly. This information is used by the IC, formal SPs, and informal support teachers to individually advise and assist PTs according to their specific needs.

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Evidence obtained through a review of key documents, such as the Induction Handbooks, and interviews with program leadership, administrators, past and current SPs, and PTs provide evidence that the Burbank Induction Program and its partners design, implement, and regularly evaluate a planned sequence of classroom experiences. These experiences are driven by the *Burbank Formative Assessment System* and the Induction Program Standards under the guidance of a trained SP. Through the activities of the formative assessment system, PTs develop and

demonstrate the knowledge and skills to support all students effectively so that P-12 students meet state-adopted academic standards.

Each Inquiry provides opportunities for the PT to develop their practice in a different focus of teaching:

- The First Inquiry focuses on *California Standard for the Teaching Profession 2: Creating and Maintaining Effective Environments for Student Learning* and *Induction Program Standard 5: Pedagogy*.
- The Second Inquiry focuses on *CSTP 4: Planning Instruction and Designing Learning Experiences for All Students* and *Induction Program Standard 6a: Universal Access: Equity for all Students, Teaching English Learners*.
- The Third Inquiry focuses on *CSTP 3: Understanding and Organizing Subject Matter for Student Learning*, *CSTP 5: Assessing Student Learning*, and *Induction Program Standard 5: Pedagogy*.
- The Fourth Inquiry focuses on *CSTP 1: Engaging and Supporting All Students in Learning*, *Induction Program Standard 6: Universal Access - Equity for All Students, Teaching Special Populations*.

The Human Resources Department collaborates with site administrators to determine hiring needs for each school site. PTs are assigned to a particular school site by the site administrator and the Human Resources Department. The responsibility for the selection of SPs is assigned to the IC by the Assistant Superintendent of Instruction. The IC, along with a committee of stakeholders, selects SPs through a specified hiring process. This hiring process is based on the *California Standards for the Teaching Profession*. With the exception of the SP, applicants for SP positions are required to be employed as teachers by BUSD, and part of the application process involves gathering a recommendation from a current site administrator. Assignments are aligned with the program's design, rationale, and goals, as well as the needs of each PT. A selection process is also followed in order to develop a pool of PDPs that meet the identified needs. PDPs are assigned professional development sessions to facilitate according to their areas of expertise and the identified needs of the PTs and SPs.

PTs' field-based work is driven by the *Burbank Formative Assessment System (BFAS)*. Working with a SP, PTs have opportunities, through a structured formative assessment of their classroom practice, to understand and address issues of diversity that affect school climate, teaching and learning, and to develop research-based strategies for improving student learning. In addition to being a common thread throughout the entire program, the Second Inquiry focuses completely on the issues of diversity with PTs examining their own biases, reading articles, and determining ways to eliminate bias in their classrooms. The Third and Fourth Inquiries provide additional opportunities to improve knowledge and skills relative to research-based strategies to improve student learning. It is common for each PT to observe teacher leaders in the classrooms of students with diverse needs, and to develop mentoring relationships with teachers who have expertise in these areas. Throughout the Induction Program, PTs participate in PLCs focusing on best practices for teaching ELs, special populations, differentiating instruction, and student engagement.

Standard 8: District-Employed Supervisors

N/A

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

The results of interviews with program leadership, district and site administrators, past and current SPs, and PTs and a review of documents provides sufficient evidence that PTs know and demonstrate professional knowledge and skills necessary to effectively educate and support all students in meeting the State-adopted academic standards, through the local formative assessment system activities and tools. PTs create a portfolio which consists of formative assessment documents, related evidence, and on-going self-assessment and reflection. The work completed for the portfolio is based on the *California Standards for the Teaching Profession*, academic content standards for students, and the *Induction Program Standards*.

A review of evidence indicates that through *Burbank Formative Assessment System* activities, PTs demonstrate that they meet the commission-adopted competency requirements as outlined in *Induction Program Standards* 5 and 6. Portfolio criteria have been developed based on the *California Standards for the Teaching Profession* and the *Induction Program Standards*. The criteria allow monitoring of both the completion of necessary steps and the quality of the work completed. PTs and SPs receive these criteria at the beginning of the program. The SP is the first person to review the portfolio with the PT as they work through the formative assessment activities. Unsatisfactory or incomplete work is revised and resubmitted until it meets the criteria. For fall 2011, the IC developed and implemented a new rubric to be completed by individual PTs. The rubric supports the self-assessment of PT performance on specific tasks and is intended to compensate and more closely resemble the intensive individualized support a SP would provide to a PT in a one-to-one support model. Only those PTs whose portfolios meet all the criteria, according to the *Induction Portfolio Rubric*, and who have completed all requirements, are recommended for a Professional Clear Credential.

General Education (MS/SS) Induction Program

Program Design

The Burbank Formative Assessment System (BFAS) is an inquiry-based model, embedded in a scaffolded Induction Program that provides a cycle based on identified Participating Teacher needs. This system utilizes multiple measures for assessing teacher performance and identifying areas for focused professional growth. Participating Teachers are assigned trained Support Providers who meet with them to provide support of professional growth.

BUSD utilizes an Induction Coordinator who administers and oversees all aspects of the program. The coordinator effectively works closely with Human Resources, Instructional Services, Administrators, Professional Development Providers, and other unit stakeholders. Both program leadership and candidates reported in interviews a strong feeling of inclusiveness between the Induction program and district allowing resources to be readily available and effective networking to occur with unit of stakeholders. The accreditation team believes it must be noted that efforts of the program coordinator are a key contributing factor to the success of the program. According to all stakeholders interviewed, the program coordinator is a highly respected, motivated, and extremely professional individual.

BUSD Induction effectively communicates its program with local institutions Communication with California State University, Northridge; University of the Pacific; National University; and California State University, Los Angeles occurs. A Memorandum of Understanding (MOU) between BUSD and each Institute of Higher Education (IHE) has been drawn. Program coordinator regularly attends IHE collaboratives to assist with candidate's transition from the preliminary program to Induction.

The structure of coursework and field experiences for candidates provides the Plan-Teach-Reflect-Apply (PTRA) cycle embedded in each of the four job-imbedded inquiries during two years of Induction experiences. According to candidates interviewed, these experiences provoked reflection into teaching practices.

Recent program modifications over include additional responsibilities of the BUSD Program Coordinator who also directly supports candidates. Due to this additional responsibility of Induction Coordinator/Support Provider candidates are currently completing Inquiries with limited face-to-face assistance. The program is challenged with diminished Support Providers and therefore, meeting with candidates face-to-face one hour per week, as stated in approved program design, is occurring at a minimal level. According to both candidates and Support Provider/Induction Coordinator, resources are readily available to assist professional growth needs. These needs are met based on involvement from both Site Administrators, mentoring from previous Support Providers, and availability of Support Provider/Induction Coordinator.

Reductions in number of Support Providers from 22 during 2010-2011 to 6 during 2011-2012, have influenced the program to re-evaluate and modify its mentoring practices. According to candidates, this has placed a high degree of accountability on themselves for the frequency of

completing the planning, teaching, reflecting, and applying cycle while completing requirements of program and contributing to a less responsive program for serving individual candidates. Intensive, individualized support and assistance for each participant is a concern of the accreditation reviewing team.

An Induction Advisory Committee (IAC) oversees the Burbank Induction Program and consists of 14 members, including a district administrator, two site administrators, three support providers, three former participating teachers, one Burbank Teachers' Association representative, three IHE representatives, and the Induction Coordinator. Interviews with a diverse panel of IAC members confirmed an effective model in place for stakeholder communication and influence of program collaboration and data-driven decision making.

Induction Coordinator meets frequently to communicate with principals to discuss components of program and how site administrators can best support their new teachers. During interviews, site administrators reported a strong degree of inclusiveness to the Induction program. They also reported a high degree of sharing responsibility in the role of assisting the professional growth of candidates.

Course of Study

The Burbank Unified Induction Program uses a comprehensive local formative assessment system to guide, support, and inform Participating Teachers (PTs) about their ongoing professional growth. The Burbank Formative Assessment System (BFAS) is an inquiry-based model, embedded in a scaffolded Induction Program that provides a cycle based on identified PT needs. BUSD Program sequences its coursework structure around four job-embedded inquiries that focus on one or more of the California Standards for the Teaching Profession (CSTP), Induction Program Standards (IPS) 5 & 6, and incorporates the K-12 academic content standards and performance levels for students. According to candidates interviewed, the four inquiries are timely in meeting teachers individual, job-embedded needs.

Candidates offered a variety of professional development experiences for growth. These include offerings from both district and exclusive Induction professional development experiences. Candidates' experiences in critical areas (e.g. English learners, Special Populations) include inquiries in year one, second inquiry and year two, fourth inquiry.

Interviews with candidates reported these opportunities to be highly influential within increasing their capacity to meet the needs of learners, especially within English Learners. During interviews, candidates expressed that depending on their prior experience, identified needs, and district requirements, they attend professional development pertaining to the specific Inquiry focus and/or District focus.

During interviews, candidates reported an understanding of program requirements. If candidates needed additional assistance in completing program requirements, candidates believed resources were available.

Assessment of Candidate Competence

Candidate completion and competence is measured throughout the formative assessment process and components included in portfolio of self-reflection throughout the two-year process. The frequency of candidates' progress is assessed at the end of each academic semester, four times during their two-year program by both Induction program director and program coordinator.

Provided rubrics to candidates assist with effectively meeting program expectations of inquiries. Candidates reported during interviews receiving written, formative feedback by reviewers for both middle and end of year portfolios submitted.

Findings on Standards

After review of the institutional report supporting documentation and conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** with the exception of Program Standard One: Program Design and Rationale, which is **Met with Concerns**.

Rationale

Although Participating Teachers are assigned trained support providers who meet with them to provide support, these meetings are lacking regularity to provide individualized support and assistance based upon the PT's identified needs as they work collaboratively through the CSTP-based formative assessment inquiries. The reduction in total number of support providers from 22 during 2010-2011 to 6 during 2011-2012 is a large contributing factor.

Reductions in total number of support providers have influenced the program to re-evaluate and modify its mentoring practices that do not align with previously approved and examined Program Assessment documents. According to candidates, this has placed a high degree of accountability on themselves for the frequency of completing the planning, teaching, reflecting, and applying cycle while completing requirements of program and contributed to a less responsive program to individual candidates. Intensive, individualized support and assistance for each participant is a concern of the accreditation reviewing team.